



Transitionen von der Erstausbildung ins Erwerbsleben
Transitions de l'Ecole à l'Emploi
Transitions from Education to Employment



International Conference Youth and Young Adulthood:

Transitions in the 2nd and 3rd Decade of Life Conference Contributions

November 28 to 30, 2013

University of Basel | TREE Panel Survey | Petersgraben 27 | 4051 Basel

www.tree.unibas.ch



QR-code to the conference website with the programme as PDF file:



Programme
of the
Second International Conference on

**Youth and Young Adulthood:
Transitions in the 2nd and 3rd Decade of Life**

November 28 to 30, 2013

Basel, Switzerland

Organising Board:

Thomas Meyer

Katja Scharenberg

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A. General information

1. Introduction

Welcome to the Second International Conference on Youth and Young Adulthood at the University of Basel, Switzerland. The conference theme is 'Transitions in the 2nd and 3rd Decade of Life'. The conference is organised by the TREE panel survey team.

Conference venue

Address: Seminar für Soziologie der Universität Basel
Petersgraben 27
CH-4051 Basel
Switzerland

Hotline: (00 41) 79 133 97 80

The conference sessions take place in lecture hall 6, ground floor, and in room 215, second floor.

Registration desk and conference information

The registration desk and conference information is on the ground floor in Petersgraben 27.

Opening hours:

Thursday, November 28	12.30 – 18.00 h
Friday, November 29	8.30 – 17.00 h
Saturday, November 30	8.30 – 12.00 h

Coffee breaks and lunch

Coffee breaks:	Thursday	15.30 – 16.00 h
	Friday	10.00 – 10.30 h
		15.00 – 15.30 h
	Saturday	10.00 – 10.30 h

Coffee and snacks will be served on the ground floor and on the second floor.

Lunch break: Friday 12.00 – 13.30 h

Lunch will be served in room 210, second floor.

Programme

Please find the abstracts of the presentation on page 14 ff. Last-minute changes will be announced during the conference.

2. Conference presentations

The keynote presentations are invited lectures given by renowned and experienced researchers in the field of transitions in youth and young adulthood. We are happy to welcome **Emer Smyth** (The Economic and Social Research Institute, Dublin), **Heike Solga** (WZB Berlin Social Science Center) and **John Bynner** (University of London, Institute of Education) as keynote speakers at the conference. The keynote presentations last 60 minutes including time for questions and discussion.

The paper sessions comprise three paper presentations that have been grouped by the conference organising team based on the submitted abstracts. Each paper presentation lasts 20 minutes plus 10 minutes discussion time for each paper. The sessions will be chaired by members of the organising team.

The conference rooms are equipped with a laptop and data projector. If you need any technical support, please ask the members of the organising team. The presentation language is English.

3. Travel

By plane

From the EuroAirport Basel-Mulhouse-Freiburg take bus no. 50 to Bahnhof SBB and change to the tram.

By car

From the highway take exit 'Basel Süd' and follow the directions to 'Bahnhof SBB', and then along 'Heuwaage-Viadukt', 'Steingraben', 'Schützengraben'. Then, in 'Spalentor' drive straight along 'Schönbeinstrasse', 'Klingelbergstrasse', 'Schanzenstrasse'. Turn right into 'Spitalstrasse' and 'Totentanz'. Turn right again into 'Petersgraben'.

Parking is possible in 'Parkhaus City' or 'Parkhaus Storchen'.

By public transport

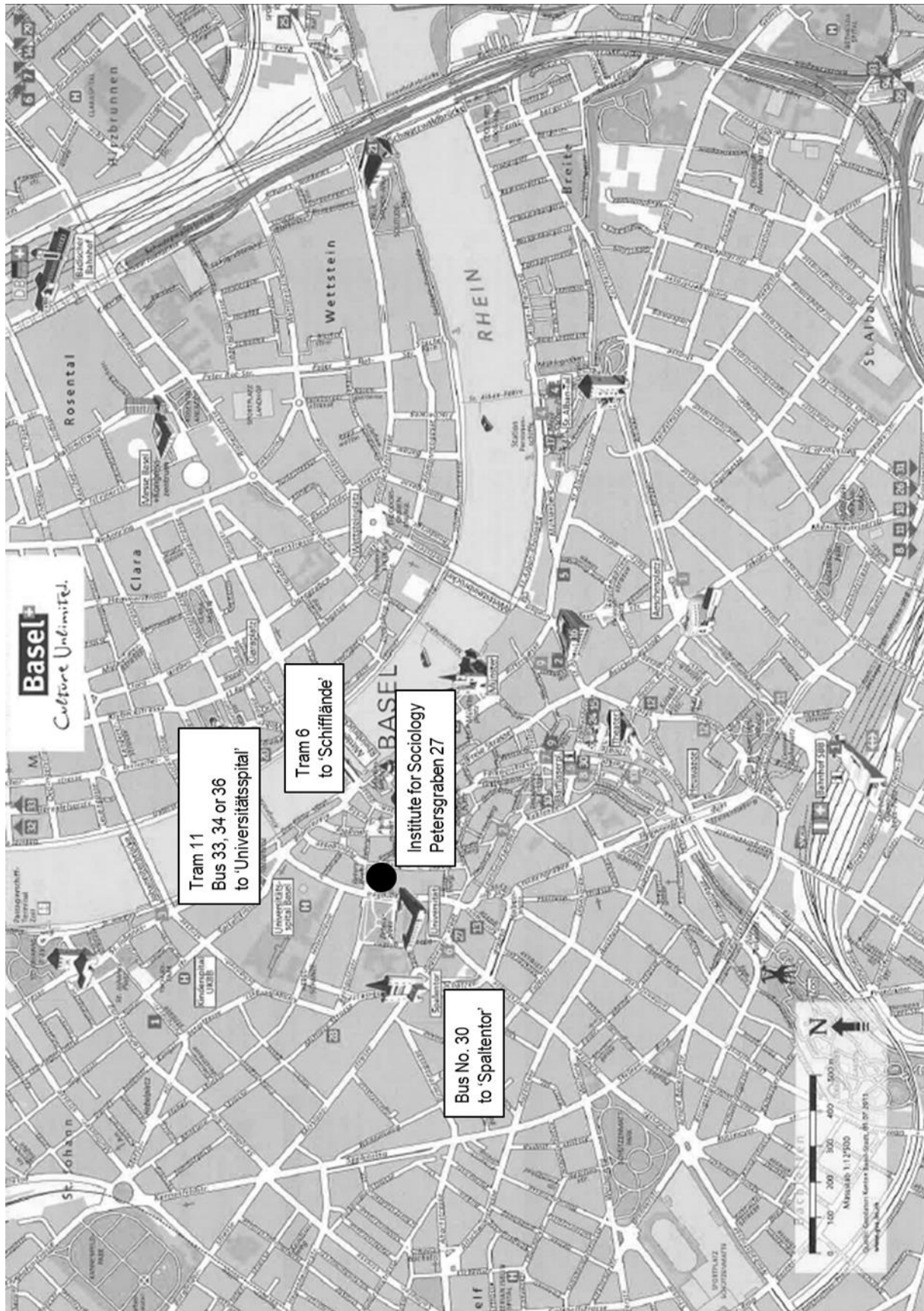
For trains to Basel SBB (Swiss railway station) and Basel Badischer Bahnhof (German station) see www.sbb.ch or www.bahn.de.

Tram: from Basel SBB (Swiss Railway Station): no. 8 (direction: Basel Kleinhüningen) to Marktplatz
no. 11 (direction: St. Louis Grenze) to Universitätsspital
from Basel Bad Bf (German Railway Station): no. 6 (direction: Allschwil) to Schifflande

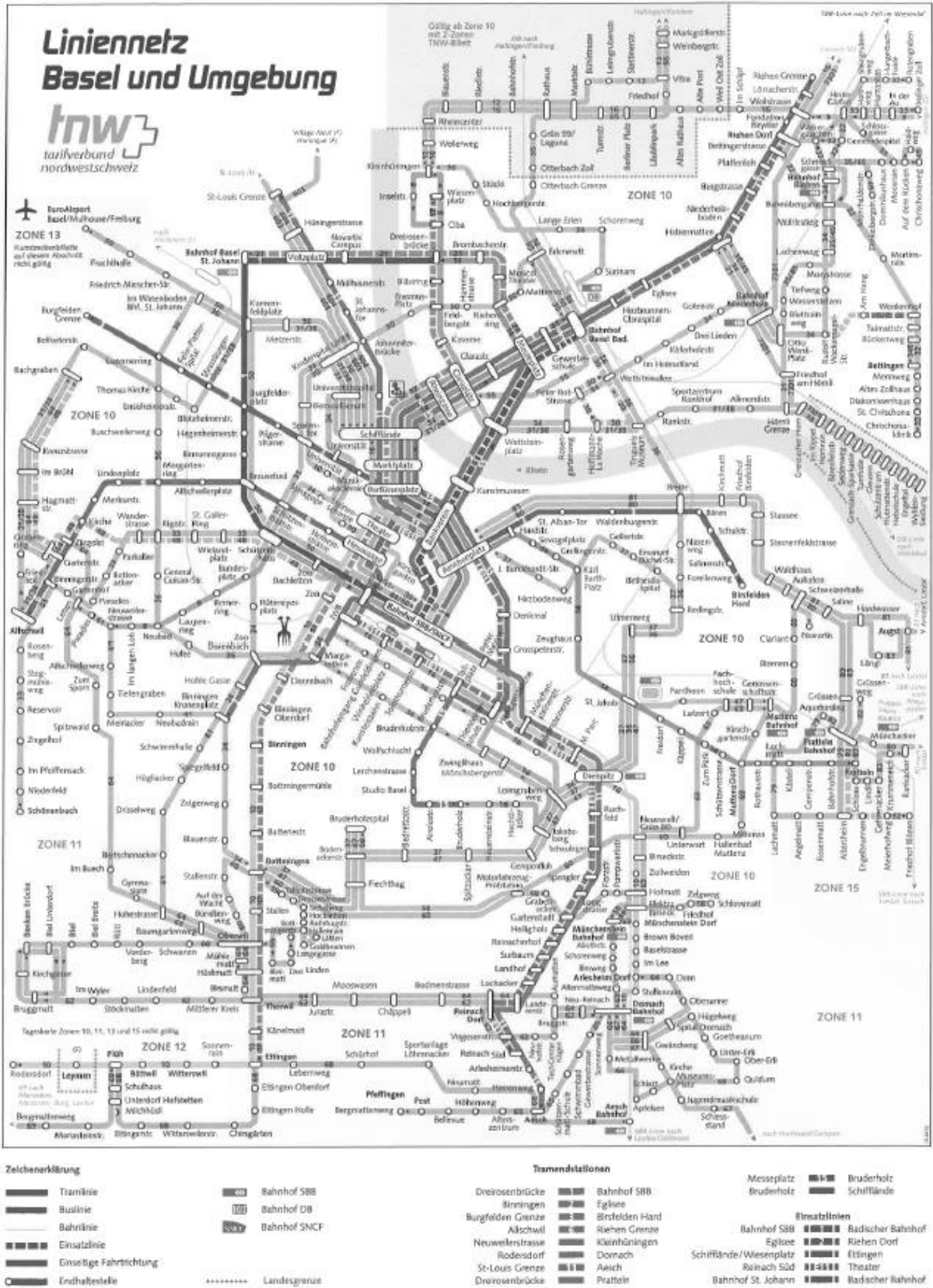
Bus: from Basel SBB or Basel Bad Bf: no. 30 to Spalentor or Universität

For a timetable of trams and buses see www.bvb.ch.

How to reach the conference venue



Map of public transport



4. Accommodation

For a selection of hotels please refer to the hotel list on the conference homepage.

5. Money exchange

SBB Change, Swiss Railway Station SBB Basel, Centralbahnstrasse 20.

Tram no. 1, 2, 8, 10 or 11 or Bus no. 30, 48 or 50 to Basel SBB station.

Most restaurants and shops accept Euro and give change in Swiss Francs.

6. Internet access

Wireless internet access is available across the university campus. Please connect to the network 'unibas-event'.

User name: treeconf2013

Password: Youth1920

Alternatively you can connect to 'eduroam' using your e-mail address if your home institution participates.

7. Social programme

On Friday late afternoon, between the conference sessions and the dinner, we offer a guided walking tour through the historic city centre of Basel. We are happy if you join us! A registration for the walking tour is not necessary.

8. Conference dinner

The conference dinner will take place at the café Za Zaa, Petersgraben 15, just around the corner of the conference venue. The buffet will be open from 19.00 h.



9. Restaurants

University Mensa and cafeterias

The university Mensa offers a variety of fresh, healthy and tasty menus and free choice food. The Mensa is open on **Thursday** from 8.00 to 15.00 h. Lunchtime is from 11.30 to 14.00 h.

The cafeteria in the Kollegienhaus is open on **Thursday** from 8.00 to 16.30 h. The cafeteria in the university library is open on **Thursday** from 8.00 to 17.00 h.

! Please note that on **Friday**, November 29, Mensa and cafeterias are closed due to the **Dies Academicus**.

Selected cafeterias and restaurants near the university

Ackermannshof

St. Johannis-Vorstadt 21, CH-4056 Basel phone: +41 (0)61 261 50 22 www.ackermannshof-restaurant.ch

The restaurant offers a mixture of fresh market food and the chef's personal style. Seasonal and regional top products, unique wine list.

Opening hours: Tue – Fri: 11.30–14.30 h; Tue – Sat: 17.00–24.00 h

Aladin

Barfüsserplatz 17, CH-4051 Basel phone: +41 (0)61 261 57 31 www.aladinbasel.ch

Lebanese food

Opening hours: 10.00–24.00 h; Fri – Sat: 10.00–2.00 h

Anatolia

Leonhardsberg 1, CH-4051 Basel phone: +41 (0)61 271 11 19 www.restaurant-anatolia.ch

Extensive menu with delicious Turkish dishes, freshly and seasonally prepared. Large selection of Anatolian wines.

Opening hours: Mon – Fri: 11.00–14.30 h, 17.30–24.00 h

Café Hebel

phone: +41 (0)61 261 00 74 www.cafe-hebel.ch

Petersgraben 24, CH-4051 Basel

Coffee, breakfast, snacks

Opening hours: Thurs – Fri: 7.00–20.00 h, Sat: 5.30–20.00 h

Café Zazaa

phone: +41 (0) 76 384 30 03 www.zazaa.ch

Petersgraben 15, CH-4051 Basel

Breakfast, lunch and dinner from Marocco and Kurdistan

Opening hours: Mon – Sat: 9.00–24.00 h

Der Teufelhof (Atelier)

Leonhardsgraben 47–49, CH-4051 Basel phone: +41 (0)61 261 10 10 www.teufelhof.com

The restaurant 'Atelier' charms by its modern and inspiring ambience. Enjoy a modern international cuisine with predominantly Swiss and regional products.

Opening hours: Mon – Sun: 12.00–14.00 h, 18.30–24.00 h

Der Teufelhof (Bel Etage)

The gourmet restaurant 'Bel Etage' is reputed as a gastronomic paradise. Fresh market cuisine with a selection of 450 wines, many of them also served by the glass.

Opening hours: Tue – Sat: 12.00–14.30 h, 19.00–24.00 h

Baracca Zermatt

Binningerstrasse 14, CH-4051 Basel phone: +41 (0)61 564 66 99 www.baraccazerstatt.ch

From November till April the 'Baracca Zermatt' brings a touch of alpine romance to Basel. The charming fondue-chalet offers country style menus amidst a nostalgic ambience.

Opening hours: Mon – Sat: from 19.00 h

Besenstiel

Klosterberg 2, CH-4051 Basel phone: +41 (0)61 273 97 00 www.besenstiel.ch

Fish and meat specialities in tastefully designed surroundings, in the winter also by the fireplace. Excellent Portuguese wines, also available in the 'Red Bar'.

Opening hours: Tue – Sat: 11.30–14.00 h, 18.00–24.00 h

Bodega España

Heuberg 4, CH-4051 Basel phone: +41 (0)61 261 11 24 www.bodega-espana.ch

Authentic hot and cold tapas, served as a snack or varied and combined in a menu. Together with top-class wines by the glass or from the vinothèque.

Opening hours: Mon – Fri: 16.00–23.30 h, Sat: 11.00–19.00 h

Brasserie Les Trois Rois

Blumenrain 8, CH-4051 Basel phone: +41 (0)61 260 50 02 www.lestroisrois.ch

The relaxed atmosphere, Swiss and French brasserie specialities as well as a superb view of the river Rhine make the Brasserie a popular meeting place.

Opening hours: Mon – Sun: 6.00–14.00 h, 18.00–23.30 h

Zum Braunen Mutz

Barfüsserplatz 10, CH-4051 Basel phone: +41 (0)61 261 33 69 www.braunermutz.ch

Traditional Basel beer tavern with hearty, seasonal cuisine and a wide selection of beers.

All you can eat brunch on Sundays.

Opening hours: Mon – Thurs: 8.00–24.00 h, Fri – Sat: 8.00–1.00 h, Sun: 10.00–24.00 h

Café Barfi

Leonhardsberg 4, CH-4051 Basel phone: +41 (0)61 261 70 38 www.cafebarfi.ch

Cosy restaurant with delicious home-made specialities in one of Basel's oldest buildings.

Opening hours: Mon – Sat: 11.00–23.30 h, Sun on request

Das Schiff

Westquaistrasse 19, Hafen Basel phone: +41 (0)61 631 42 40 www.dasschiff.ch

The meeting place for gourmets. Unique location on the Rhine. The restaurant promises an array of creative delicacies.

Opening hours: Tues – Sat: from 17.00 h

Stadtkeller

Leonhardsgraben 47–49, CH-4051 Basel phone: +41 (0)61 261 72 51 www.stadtkeller-basel.ch

Traditional Swiss restaurant in the heart of the city. Different beers on tap.

Opening hours: Mon – Fri: 11.00–23.30 h

For further restaurants, nightlife locations and places with live music please refer to

Basel Tourist Information

www.basel.com/en/search/restaurants

Basler Restaurantführer

www.basel-restaurants.ch

10. Mobility ticket and local public transport



Hotel guests staying in Basel are offered a free Mobility Ticket when checking in. This ticket grants free public transport in the city of Basel and its surroundings (zones 10, 11, 13 and 15, including EuroAirport)

for the entire duration of the stay (max. 30 days).

On the day of arrival, the reservation confirmation from the hotel guarantees a free transfer by public transport from the station or the EuroAirport to the hotel.

11. Experiencing Basel and sightseeing

It is not easy to describe Basel in one word as it offers a rich variety of cultural, historical, leisure and enjoyable experiences: Walk through the picturesque Old Town of Basel, immerse yourself into Roman times on a ship excursion. From the Kleinbasel Rhine side, you will have a unique panoramic view of the Cathedral, the half-timbered houses and baroque residences. Visit one of Switzerland's prettiest and largest Christmas markets at Barfüsserplatz and Münsterplatz. Enjoy one of the exhibitions in the art and design museums in Basel or an evening at the theatre.

Further information: www.basel.com.

You can also download the Swiss City Guide app for Basel: www.basel.com/cityapp. It offers maps, practical tips, interesting city tours and audio commentaries. To use the app, no active internet connection is need.

12. Important addresses and phone numbers

Basel Tourism

Tourist & Hotel Information

In the Stadt-Casino
at Barfüsserplatz
Steinenberg 14
CH-4010 Basel

e-mail: info@basel.com

web: www.basel.com

phone: +41 (0)61 268 68 68

Monday to Friday: 9.00 – 18.30 h

Saturday: 9.00 – 17.00 h

Sunday and public holidays: 10.00 – 15.00 h

Swiss Railway Station SBB

Monday to Friday: 8.30 – 18.00 h

Saturday: 9.00 – 17.00 h

Sunday and public holidays: 9.00 – 15.00 h

Taxi

Taxi-Zentrale AG Basel: +41 (0)61 222 22 22

33er Taxi AG: +41 (0)61 333 33 33

mini-cab AG: +41 (0)61 777 77 77

In case of emergency

Emergency: 112

Police: 117

Fire: 118

Ambulance: 144

B. Programme scheme

Thursday, November 28

Time	Description
14.00	Welcome and conference opening – Edwin Constable, Vice Rector Research, University of Basel
14.30 – 15.30	Keynote K1: Emer Smyth (presenting), Selina McCoy & Merike Darmody: 'School factors and the transition to higher education'
15.30 – 16.00	Coffee break
16.00 – 17.30	Paper session 1: <ul style="list-style-type: none">• A 1: Transitions from Education to Employment (TREE)• B 1: Educational aspirations: Analysing pathways to higher education

Friday, November 29

Time	Description
9.00 – 10.00	Keynote K2: Heike Solga: 'Age' as forgotten category in school-to-work transition research'
10.00 – 10.30	Coffee break
10.30 – 12.00	Paper session 2: <ul style="list-style-type: none">• A 2: Labour market entry (I): Individual and familial effects• B 2: Educational transitions: From lower to upper secondary school
12.00 – 13.30	Lunch break
13.30 – 15.00	Paper session 3: <ul style="list-style-type: none">• A3: Labour market entry (II): Economic and contextual effects• B3: Norms, values and motivation of youth and young adults
15.00 – 15.30	Coffee break
15.30 – 17.00	Paper session 4: <ul style="list-style-type: none">• A4: Labour market entry (III): Outcomes and salary• B4: Family, adulthood and parenthood
from 17.30	Social programme: Guided walking tour through Basel Conference dinner

Saturday, November 30

Time	Description
9.00 – 10.00	Keynote K3: John Bynner: 'Two track youth: The precarious youth life course'
10.00 – 10.30	Coffee break
10.30 – 12.00	Paper session 5: <ul style="list-style-type: none">• A 5: Longitudinal data on early and mid-lifecourse: Exploration of their comparative potential• B 5: Transitions after apprenticeship: Disadvantages and inequality
12.00 – 13.30	Résumé, closing words and end of conference

Thursday, November 28

		Session A	Session B
14	00	Welcome and conference opening (14.00) (HS 6)	
	15	Edwin Constable, Vice Rector Research University of Basel	
	30	K1 (HS 6)	
	45	Keynote	
15	00	Prof. Emer Smyth (presenting), Selina McCoy & Merike Darmody (The Economic and Social Research Institute, Dublin): "School factors and the transition to higher education"	
	15		
	30	Coffee break (15.30 - 16.00)	
	45		
16	00	Transitions from Education to Employment (TREE) A1 (HS 6)	Educational aspirations: Analysing pathways to higher education B1 (R 215)
	15	<i>Scharenberg, K. & Meyer, T.:</i>	<i>Murdoch, J., Guégnard, C., Imdorf, C., Koomen, M., Meyer, T. & Kamanzi, P. C.:</i>
	30	- Presentation of the TREE project, its scope and its data	Pathways to higher education: The aspirations of the first and second generation immigrants and the permeability of educational tracks in France, Switzerland and Canada
	45	- Overview of recent main results of TREE analyses	<i>Lauterbach, W.:</i> Is it always the family of origin? The influence of parental and teenage aspirations on status attainment in young adulthood
17	00	- TREE and other longitudinal datasets on youth and young adults: Outlook on comparative research potential	<i>Menze, L. & Ruland, M.:</i> What happens once school is over? Challenges to panel stability when surveying youth after leaving school in the National Educational Panel Study
	15		

Friday, November 29

		Session A	Session B
9	00	K2 (HS 6)	
	15	Keynote	
	30	Prof. Heike Solga (WZB Berlin Social Science Center & CIDER): "Age' as forgotten social category in school-to-work transition research"	
	45		
10	00	Coffee break (10 - 10.30)	
	15		
	30	Labour market entry (I): Individual and familial effects A2 (HS 6)	Educational transitions: From lower to upper secondary school B2 (R 215)
	45	<i>Althaber, A. & Ruland, M.:</i> Occupational closure and women's timing of family formation in young adulthood	<i>Glauser, D.:</i> Aspirations and educational decisions on the transition to upper secondary education: Evidence from Switzerland
11	00	<i>Fibbi, R. & Schnell, P.:</i> Unequal pathways. School-to-work trajectories of children of Turkish and Western-Balkan origin in Switzerland, Germany and Austria	<i>Keller, T.:</i> Educational choice and self-assessment – The choice for secondary education in Hungary
	15	<i>Olympio, N. & di Paola, V.:</i> Education, school-to-work transition and opportunities space: Towards a comparison of the French and Swiss education systems	<i>Enrich, S. R.:</i> The transition from middle to high school in Japan: The impact of students' educational aspirations on school choice and shadow education investment
	30		
	45		
12	00	Lunch break (12.00 - 13.30)	
	15		
	30	Labour market entry (II): Economic and contextual effects A3 (HS 6)	Norms, values and motivation of youth and young adults B3 (R 215)
	45	<i>Bundel, S., Jaberg, A. & Buchmann, M.:</i> The relevance of social and personal resources for school-to-work transitions in times of economic crisis	<i>Steiger, A. E. & Maag Merki, K.:</i> Level and change in adolescent achievement motivation as predictors of job motivation in adulthood
14	00	<i>di Paola, V. & Moullet, S.:</i> From the end of schooling to secure job: The crisis effects on the labour market trajectories of youth	<i>Stalder, B. E., Keller, A. C. & Tschopp, C.:</i> Development of values after compulsory school: Work comes first, then family
	15	<i>Menze, L.:</i> Long-term consequences of unemployment at labour market entry: The impact of labour market segmentation	<i>Trede, I. & Kriesi, I.:</i> Transitions into higher vocational healthcare education in Switzerland: The role of subjective task values
	30		
	45		
15	00	Coffee break (15.00 - 15.30)	
	15		
	30	Labour market entry (III): Outcomes and salary A4 (HS 6)	Family, adulthood and parenthood B4 (R 215)
	45	<i>Bédoué, C. & Dupray, A.:</i> How do men and women assess their wage at the beginning of their career?	<i>Combet, B.:</i> The influence of primary and secondary effects of social origin on educational transitions after compulsory education in Switzerland
16	00	<i>Kriesi, I.:</i> The role of soft skills for young people's earnings shortly after labour force entry	<i>Bengruber, A.:</i> Who stays, who leaves? The impact of education and career entry on the first time of leaving the parental home in Germany
	15	<i>Samuel, R.:</i> How cognitive and different non-cognitive characteristics affect labour market outcomes in Switzerland	<i>Krekel, C.:</i> Home alone? The effects of children leaving and returning home on parental well-being
	30		
	45		
17	30	Social programme: Guided walking tour through Basel, Conference dinner	

Saturday, November 30

		Session A	Session B
9	00	K3 (HS 6)	
	15	Keynote	
	30	Prof. em. John Bynner (University of London): "Two track youth: The precarious youth life course"	
	45		
10	00	Coffee break (10.00 - 10.30)	
	15		
	30	Longitudinal data on early and mid-lifecourse: Exploration of their comparative potential A5 (R 215)	Transitions after apprenticeship: Disadvantages and inequality B5 (HS 6)
	45	Open discussion and exchange platform	<i>Fitzzenberger, B., Lickleder, S. & Zwiener, H.:</i> Changes in jobs and occupations: Mobility after apprenticeship
11	00		<i>Salvisberg, A.:</i> Determinants of transitions after a commercial apprenticeship
	15		<i>Calmand, J. & Ménard, B.:</i> Do economic downturns worsen inequalities in young people's transition to working life?
	30		
	45		
12	00	Résumé and closing words (HS 6)	
13	30	End of conference	

C. Abstracts

Thursday, November 28

Keynote K1	14.30–15.30	HS 6
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Emer Smyth (presenting)

Selina McCoy

Merike Darmody

The Economic and Social Research Institute (ESRI), Dublin

School factors and the transition to higher education

This presentation draws on a mixed methods longitudinal study which followed young people from the first year of secondary education until three to four years after leaving school. The findings indicate very strong effects of school social mix on the likelihood of entering higher education. The presentation traces the origins of these effects, exploring the way in which experiences at school influence post-school outcomes. In particular, it focuses on the role played by ability grouping, school climate and educational success in lower secondary education in channelling young people towards higher education.

Katja Scharenberg

Thomas Meyer

University of Basel, Institute for Sociology

Transitions from Education to Employment (TREE)

How do young people in Switzerland make the transition from school to work and adult life? What difficulties do they encounter along their ways, and which factors make this transition fail – or succeed? The data of the Swiss youth panel survey TREE are an excellent source to explore such questions.

TREE ('Transitions from Education to Employment') surveys the post-compulsory educational and labour market pathways of a school leavers' cohort in Switzerland, being the country's first, and so far only, prospective longitudinal study of this type on a national level (Bergman et al., 2011). TREE is based on a sample of approximately 6,000 young people who participated in the PISA 2000 survey and left compulsory school in the same year. This sample has been followed up by TREE, by means of seven survey panels in an annual rhythm between 2001 and 2007 and an eighth one in 2010. A ninth wave is planned for 2014. By this time, the TREE respondents will be 30 years of age on average.

The survey activities carried out so far are a solid foundation upon which to base a comprehensive, dynamic analysis of what happens in detail between the end of compulsory schooling and young adulthood. TREE's analytic advantage lies in the possibility to relate the modalities of labour market entry to the surveyed youths' competencies on the one hand, and the characteristics of the previous educational pathways on the other hand. Thus, for example, initial labour market entry can be analysed in terms of whether a first post-compulsory certificate or upper secondary level of education has been obtained. Another axis of research envisaged is the detailed analysis of individual student characteristics (such as gender, migration background, social status, etc.) influencing the duration and conditions of job search activities, the presence or absence of spells of unemployment, precarious employment and job-skills mismatch. The data set also enables an analysis of differential effects of various student background characteristics.

One of the major advantages of TREE is that pathway analyses are not limited to the formal labour market. The sample and survey design of TREE also allows to analyse pathways and biographical developments on the fringes or outside of the (formal) labour market. Another asset of the TREE data is the fact that more than 2,000 surveyed young people have passed through basic vocational education and training (VET), allowing an analysis of groups of professions or economic sectors. Thus, TREE promises relevant answers to major issues regarding education, labour market and social policy (i.e. youth unemployment and its consequences, issues of how educational certification translates into labour market qualification, etc.).

TREE is co-funded by the Swiss National Science Foundation (SNSF) and the University of Basel. Apart from the SNSF, a number of cantonal and federal administrations and offices have been co-financing the ambitious project in the past. The study is unique in that it follows up the very first PISA sample (2000) – only Canada and Australia are carrying out similar initiatives. Data are publicly available as scientific use files.

References

Bergman, M. M., Hupka-Brunner, S., Keller, A., Meyer, T. & Stalder, B. E. (eds.). (2011). *Transitionen im Jugendalter. Ergebnisse der Schweizer Längsschnittstudie TREE*. Zürich: Seismo.

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Pathways to higher education: The aspirations of first and second generation immigrants and the permeability of educational tracks in France, Switzerland and Canada

The educational systems in France, Switzerland and Canada are very different. France has a more school-based educational system and a greater tradition of prestigious tertiary education institutions. In France, vocational education does not have a very high status and therefore fails to attract a large proportion of well-performing students. The situation in Switzerland is more or less reversed with less people following academic education and over two thirds of students enrolling in a variety of vocational (VET) programmes. In Switzerland most of these programmes are offered as dual vocational programmes, meaning that on average students will go to school one or two days per week and spend the remaining time at a training firm. Finally, in Canada there is a general secondary school system followed by postsecondary academic and vocational programmes.

Over the past decades, educational policy implementations in the three countries have increased the eligibility of those completing (upper- or post compulsory) secondary education to access higher or tertiary education, by introducing vocationally orientated programmes on the upper secondary level that offer access to higher education. Such policies should help to elevate some of the inequalities in the educational system by improving the educational achievements of disadvantaged groups such as students with an immigrant background or those coming from socio-economic disadvantaged households. Although very different in composition, France, Switzerland and Canada have a sizeable immigrant population. Despite their different histories and policies as countries of immigrations, these countries have a substantial amount of first and second generation immigrants that experience some, or even severe obstacles within their educational and employment careers.

In France the *baccalauréat* is the standard final diploma of upper secondary education and therefore the gateway to higher education institutions. Tertiary education has expanded considerably as a result of the increasing number of pupils in secondary education, the increasing number of *baccalauréat* holders and the high social demand for training. In the context of the democratisation of secondary education and the expansion of higher education, second-generation immigrants are more numerous to access to higher education in France. This falls in line with the political goal of ensuring that 80 percent of an age cohort passes the *baccalauréat*. Another measure that has increased the access to higher education is the creation of a vocational *baccalauréat*, which offers new opportunities, particularly to children of working-class or immigrant origins. After the end of lower secondary school, youths can first follow a short vocational course for two years (CAP/BEP) and then access

baccalauréat professionnel for two years. Today, half of young people from immigrant families and two-thirds French natives obtain a *baccalauréat* (Brinbaum & Kieffer, 2009). Around forty percent of the former access higher education compared to over half for the latter. Immigrants, especially a significant proportion of youths of North African origin, have a preference for selective short vocational tertiary programmes but are diverted towards to the non-selective university sector, which leads to higher dropout rates (particularly for *baccalauréat professionnel* holders). This unequal access to higher education impacts on degree completion and the subsequent entry into the French labour market (Frickey, Murdoch & Primon, 2006; Brinbaum & Guégnard, 2012).

Unlike in France, the majority of students that finish compulsory education in Switzerland enrol in a vocational apprenticeship (VET) training (SKBF, 2010). Similar to the creation of the vocational *baccalauréat* in France, the creation of a Swiss Federal Vocational Baccalaureate has been introduced that grants access to tertiary education for those completing such VET programmes (Falter & Wendelspiess Chávez Juárez, 2011). After its introduction in the 1990's, the number of students opting for this vocational baccalaureate has steadily increased. In 2010, vocational baccalaureates accounted for almost 13 percent of all received diplomas in Switzerland (BFS, 2012). Unlike the French *bac pro*, access to the vocational baccalaureate in Switzerland requires enrolment or completion of a school or (mostly) company based vocational study programme. However, as training companies can be very selective when it comes to choosing apprentices, access to the vocational baccalaureate is confined to those students who find access to the Swiss apprenticeship market. Previous research has indicated that this selection progress forms an obstacle for students with an immigrant background (Imdorf, 2010) and, similar to the situation in France, such obstacles might influence educational aspirations of immigrant students.

On the other hand, there are no formal tracks in Canada, however students can choose particular courses (e.g.: advanced maths or advanced English/French) that enable access to tertiary rather than vocational programmes. Youths from immigrant origin (particularly from Asia) enrol more frequently in such courses (McAndrew et al., 2009). Moreover, immigrant families aspire more often to send their children to higher education (Thiessen, 2009) and gain more access to university programmes (Finnie & Mueller, 2010). This said, the situation is variable among Canadian immigrant communities and particularly more problematic for Latino and Caribbean youths (Kamanzi & Murdoch, 2011).

This raises the question of how the institutional settings in France, Switzerland and Canada enables vulnerable groups to live up to their educational aspirations and at which point they encounter certain barriers that influence or 'cool down' such aspirations. It is likely that across our three countries this will play out differently for different groups of students. In our paper we ask how educational institutions shape pathways from secondary to tertiary education for male and female students of immigrant origins, and how this relates and impacts on their aspirations and identity as students. We are primarily interested in the possible reinforcement or elevation of educational inequalities arising from policies designed to increase the enrolment in tertiary education and programmes that increase the flow from upper-secondary vocational educational tracks to higher tertiary ones.

Using panel data from France (DEPP), Switzerland (TREE) and Canada (YITS) we wish to analyse the pathways to higher education in the three countries in more detail, looking specifically at the accessibility of higher education through different educational tracks while taking in account different characteristics of the students, i.e. gender and different immigrant backgrounds. We therefore focus on 1st and 2nd generation young adults coming from Turkey, former Yugoslavia and Albania who study in Switzerland, comparing their pathways with the educational trajectories of the Swiss students. The French sample will look at 1st and 2nd generation youths particularly from North African origin (Algeria, Morocco and Tunisia) comparing their aspirations and pathways with those of French natives. For Canada, the comparison will be between 1st and 2nd generation Latino and Caribbean youths and Canadian natives. Using statistical analysis (multinomial logistic regressions), we analyse the different stages of the educational pathways towards higher education.

We expect that tracking systems significantly affect the educational pathways and outcomes of immigrants, particularly in Switzerland where the tracking starts at an earlier age. In the three countries, with quantitative democratisation of the school system, the inequalities have shifted towards tertiary education, and its institutional setting (Duru-Bellat et al., 2008).

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Wolfgang Lauterbach

University of Potsdam, Department of Education

Is it always the family of origin? The influence of parental and teenage aspirations on status attainment in young adulthood

In social science education research the question of reproduction of social inequality is a central focus for decades. According to the development of action theory and the special emphasis on 'status reproduction motives' for the reproduction of socio-economic inequality the focus of theory building and empirical research lies on the family of origin and the educational system. Especially the number of transition points within the system and thus how many transitions has a child to pass and how often decide parents for their children, according to the level of achievement are central points of interest.

In the sociology of youth it is repeatedly emphasised that the young adult has to develop his own ideas of living. Especially Havighurst and other authors stress the point that it is a duty for an adolescent to find an own position to 'his' profession in adulthood. Thus the adolescent has to decide which secondary and tertiary educational level he wants to achieve. Therefore parental preferences and the preferences of the teenager may not be similar in juvenile age. According to these ideas the presentation will ask how the educational level and the first status position on the labour market in young adulthood will be influenced by the own developed ideas of the juvenile and the preferences of the family of origin.

To answer these questions I will use data of the *Life Study* (Lebensläufe ins frühe Erwachsenenalter, 2012) from the Universities of Potsdam, Zurich and Konstanz. By using regression analysis it will be shown for 1,359 women and men in the age of 45 how their own preferences in adolescent age, dissent and agreement with the parents will influence the transition to adulthood. The findings are important for theory building because the interaction of own preferences and the preferences of the family of origin in adolescence may show up to what age the family of origin influences children's lives.

Session B1

16.00–17.30

R 215

Laura Menze

Michael Ruland

WZB Berlin Social Science Center

**What happens once school is over?
Challenges to panel stability when surveying youth after leaving school in the
National Educational Panel Study**

The transitions from school to vocational training and the labour market are one of the key stages in young people's life courses. To understand these processes of transition, we cannot do without longitudinal studies that survey people multiple times over a prolonged period of time. In international comparison, there are a number of longitudinal studies that focus on this specific stage in the life course (e.g. 'Longitudinal Surveys of Australian Youth' LSAY, 'Canadian Youth in Transition Survey' CYTS, 'Longitudinal Study of Young People in England' LSYPE, or the Swiss study 'Transitions from Education to Employment' TREE). The switch from school to vocational training or work is an extremely interesting and sensitive process not only from a content point of view; it also presents an enormous challenge for longitudinal surveys from a methodological perspective, as it is often linked to a switch from a school-based survey context to a non-school-based one, and hence involves a different overall framework. For one thing, respondents are much more difficult to reach because their contact details tend to change quite often during this life stage as a result of training-related relocation, for example. For another, respondents' decision to participate is much more individualised and sensitive than it is in a class context, not least because of the time pressures they face as apprentices or workers. Any longitudinal study that seeks to interview youth beyond their school career therefore has to address the challenge of keeping their respondent base stable and dropout as little selective as possible even after the switch to an individualised survey context.

In the German National Educational Panel Study (NEPS), a number of cohorts start in the school context and then continue to be interviewed on an individual basis after leaving general education. Starting cohort 4 was first surveyed in a class context (9th grade) in 2010. Because of the possibility to leave the German general education system at different points in time, the respondents in this cohort successively start transitioning into an individualised survey context beginning at the end of ninth grade in autumn each year.

Based on the available data from this cohort, we want to examine response rates and panel stability in NEPS as well as dropouts and the success of various measures taken to raise the response rate (e.g. address updates, conversion, and method switch). In a first step, we are interested in how and under which conditions respondents may be contacted successfully and motivated to participate *directly after switching* to the individualised survey context. Here, we will pay special attention to the effects of contact timing, interviewer features, and the different survey modes for the special group of school leavers. Another aspect, and an essential one for any longitudinal study, is respondents' willingness to participate in an individualised context *across multiple survey waves*. Starting with successful participation after graduation, we aim to identify the groups that are particularly likely to drop out of the sample as the panel study progresses, as well as the long-term effects of some of the strategies used (e.g. conversion) on respondents' likelihood to remain in the panel. Here, we especially look at how successful these strategies are in terms of interviewing temporary dropouts again in subsequent panel ways.

Building on the findings from other international studies, our paper will suggest a number of strategies that are particularly well suited for keeping youth engaged in longitudinal surveys in an individualised context for as long as possible after they leave the general schooling system.

Friday, November 29

Friday

Keynote K2	9.00–10.00	HS 6
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Heike Solga

WZB Berlin Social Science Center & College for Interdisciplinary Educational Research (CIDER)

‘Age’ as forgotten social category in school-to-work transition research

The keynote lecture will discuss the state-of-the-art approach in school-to-work transition research. As a result, I will show that this research area has moved from an age role paradigm towards an institutional duration paradigm, in which age has become a forgotten social category. This development has evolved in sharp contrast to other field of transition-into-youth research, like research on family formation, in which age is still an important research dimension. In the second part of the keynote, I will demonstrate empirical consequences of ignoring age. For example, we have over-looked that school-to-work transitions have moved from the second into the third decade of life for the majority of younger birth cohorts – although durations between end of schooling and first job might not have changed over time. In the final part, I will discuss why it is not only empirically but also theoretically of interest to re-integrate age into school-to-work research.

Agnieszka Althaber

Michael Ruland

WZB Berlin Social Science Center

Occupational closure and women's timing of family formation in young adulthood

Family formation – in itself and especially with regard to its timing – has been an ongoing and widely discussed research priority among sociologists. As part of the discussions on the impact of educational expansion and rising female employment, the issue of reconciling family and work responsibilities is considered to be of decisive importance. Against this backdrop, there are numerous studies that explore both the outcomes (e.g. the differences between mothers and childless women in terms of careers and incomes) and the timing of family formation. Different explanatory models have been developed with regard to both research questions, each focusing on different aspects. Looking at individual factors in family formation, for example, has become an almost classical approach in family research by economists, who consider human capital gains to be the main explanatory factor. Moreover, a number of studies look at the level of the couple to analyse the decisions for or against having a child, thereby taking account of another key component of the explanatory framework.

Likewise, international comparative studies have identified macro-level effects, mostly due to differences in national welfare state systems. But despite the extensive discussions at the explanatory levels outlined above, and despite the rising importance of female employment, we believe that too little attention has been paid to effects occurring at the meso level in the employment system – even though occupational researchers have clearly identified the institutional constraints within the labour market.

According to this line of research, occupations, as institutions, form a framework for individual labour market decisions. One key mechanism in this regard is that occupations are the basis for social groups seeking to gain or defend their access to a set of opportunities and privileges. As a result, these groups or occupations are structured hierarchically in the occupational system. U.S. stratification theorists and occupational researchers have been using a power-based concept of social closure for quite some time, arguing that occupational groups vary in the extent to which they can exert control in the labour market, and hence seek to close off entry to the occupation to all but those suitably qualified. As a consequence, persons in occupations or professions with a higher degree of closure enjoy better career opportunities.

Building on the approach of occupational closure and the effects of occupations on employment opportunities, we aim to close the gap in existing research by analysing the impact of occupations as institutions on the timing of family formation and on careers. Our analyses will be based on data collected in the first two waves of starting cohort 6 of the German National Educational Panel Study (NEPS). These waves contain retrospectively gathered life course data of approximately 12,000 adults born between 1944 and 1986. The design of the study allows us to analyse respondents' occupational biographies as well as the moment of family formation in a longitudinal perspective. Starting with the hypothesis that belonging to an occupational group with a high level of closure enhances people's career prospects and thus makes it easier for them to decide in favour of having a child, we will look at the employment trajectories of women, following a two-step approach. First, we study the extent to which occupational closure and job security are interrelated in women's career trajectories. In a second step, we examine the influence of occupational closure on the timing of family formation, with a focus on family formation during the early stages of women's careers.

Session A2

10.30–12.00

HS 6

Rosita Fibbi

Philipp Schnell

University of Neuchâtel, Swiss Forum for Migration and Population Studies (SFM)

Unequal pathways. School-to-work trajectories by children of Turkish and Western-Balkan origin in Switzerland, Germany and Austria

This paper investigates school-to-work trajectories of children of natives and children of Turkish and Western-Balkan origin in Switzerland, Germany and Austria. While previous national studies report substantial disadvantages in educational outcomes and on the labour market for the children of immigrant background, little research has been done on school-to-work trajectories from a comparative perspective. In line with the 'comparative integration context theory' we argue that in order to understand differences in outcomes, achievements should be studied as processes over time. This perspective on trajectories highlights not only the interplay between individual level factors and institutional arrangements of host country systems, it also transforms the generalised understanding of thresholds between 'success' and 'failure' at the end point into more detailed sequences of failures and successes. We focus on the three German speaking countries Switzerland, Austria and Germany, since these countries share a number of important institutional arrangements in the education system (e.g. age at entering school, timing of first selection, similar apprenticeship system). At the same time they differ with respect to important labour market characteristics (e.g. different NEET and unemployment rates).

We analyse the extent to which socioeconomic family background and related resources explain the different trajectories undertaken by children of native and immigrant origin in the three countries. Moreover, we examine the role played by factors outside the family home, such as school-related processes (e.g. the lack of teachers support and perceived discrimination) or labour market characteristics (unemployment rate and perceived discrimination) to account for inequalities in school-to-work transitions. Through our comparative approach, we aim at disentangling similarities and differences among groups within as well as across the three countries.

We make use of the international TIES (The Integration of European Second generation) survey, a comparative collection of data about the children of natives and of immigrants from Turkey as well as from Western Balkans in Switzerland, Austria, and Germany (2007–2008). The full data set brings together almost 4,500 respondents. The term 'second generation' refers to children of immigrants who have at least one parent born outside the survey country, but who were born in the survey country and were entirely schooled there. Information on pathways is gained retrospectively via self-reported autobiographical statements on individual life courses. This design allows portraying school-to-work trajectories from the beginning of schooling until the current stage in the labour market. These trajectories will serve as dependent variable in our study. We apply a sequence analysis approach and estimate the degree of disadvantage through a number of multivariate logistic regressions. Implementing the 'pathways perspective', distinctions between success and failure by children of immigrants in the three German speaking countries will become more nuanced identifying the crucial explanatory factors in a comparative perspective.

Noémie Olympio

Vanessa di Paola

Aix Marseille University, Institute of Labour Economics and Industrial Sociology (LEST) /
National Center for Scientific Research (CNRS)

**Education, school-to-work transition and opportunities space: towards a comparison
of the French and Swiss education systems**

International comparisons in the field of education seem to be particularly in vogue at the moment, as reflected in the proliferation of papers on the subject or the burgeoning number of international reports. This is no coincidence: education is at the heart of European strategies, notably in order to help countries to become competitive knowledge-based economies and to promote social cohesion. European education systems are being examined with regard to their ability not only to produce a high-quality labour force but also to promote a certain degree of social justice. In the present paper, two education systems are examined from the perspective of their ability to create opportunities for individuals. The Swiss and French education systems are then compared in the light of Sen's theory of capabilities. The aim of this theory is to investigate the degree of freedom that individuals have in their trajectories and the range of opportunities available to them, what might be called their 'opportunities space'. Broadly speaking, the organisation of education and training in the Swiss education system is fundamentally different from the system in a country like France. Not only is the common-core syllabus shorter (in most cantons it finishes at the end of primary school), but vocational training is also conceived of differently. It is associated with a much stronger sense of vocation among trainees and the school-work transition is much more institutionalised. Our empirical part consists in a two-step analysis. In a first step we pay attention to students' opportunities space within the education system by analysing the fact requests for education choices are turned down for some individuals. This first step helps to identify what we called 'capability to education'. In a second step we consider young adults' situations during entry into labour market and adulthood and analyse people's opportunities to choose a life they have reasons to value, what we called 'capability for life'. Besides we try to analyse the link between 'capability to education' and 'capability for life'. Our work is based on two longitudinal databases. For Switzerland, we make use of TREE (Transitions from Education to Employment) which is data based on the PISA survey (Programme for International Student Assessment) having previously looked over students' educational trajectories from compulsory education to employment. For France, the data on which our analysis is based on is drawn from the panel study launched by the National Ministry of Education's Department of Evaluation, Forecasting and Performance (Panel DEPP-EVA) which studies educational and employment trajectories. We will run multinomial logistic regression models in order to investigate students' opportunities space within the education system and multivariate probit models to analyse young adults' situations in 2010.

David Glauser

University of Bern, Institute of Educational Science

**Aspirations and educational decisions on the transition to upper secondary education –
Evidence from Switzerland**

Vocational education and training take on an important role in Switzerland regarding a rather smooth school-to-work transition and a very low youth unemployment rate compared to other OECD countries. Nevertheless, the process from educational aspirations to the decision making at the end of lower secondary education is so far underexplored. There is lack of empirical contributions which take into account and test mechanism based explanations of the fact that there is still a linkage between social class and educational attainment at this stage of the educational career and that pupils from the lower classes are distracted from academic tracks.

Following the rational action theories of Boudon (1974), Erikson and Jonsson (1996), Breen and Goldthorpe (1997) and Esser (1999), social origin affects the decision making in various ways. Firstly, differing prerequisites depending on social origin influence school ability and school performance (primary effect of social origin). In highly stratified educational systems like Switzerland, the sorting of pupils based on school achievement after primary school into more or less demanding tracks leads to unequal educational opportunities at the end of lower secondary education and afterwards. Secondly, it is assumed that social origin influences the subjective estimation of benefits, costs and success probability of the different educational tracks and therefore the decision making (secondary effect of social origin). Additionally, the models of Breen and Goldthorpe (1997) and Esser (1999) point out that the maintenance of the families' class position is a primary objective of educational behaviour. While Breen and Goldthorpe (1997) use an additive model of the theoretical assumptions, Esser (1999) is introducing a multiplicative model in which the parameters of the secondary effect are divided into a term for educational motivation and a term representing the perceived investment risk. Findings from the last decade (Jonsson 1999; Stocké 2007, 2010; Becker 2012a, 2012b) provide empirical support for the theoretical assumptions, although the social disparities in educational attainment cannot be explained completely.

In the presentation the theoretical assumptions will be tested empirically regarding the decision making from lower to secondary education. Results from OLS regression and conditional logistic regression models are presented. Analyses are conducted with data from the DAB-panel study, which is founded by the State Secretariat for Education, Research and Innovation (SERI) in Switzerland. The focus of the DAB-Study is on the decision process of the transition from lower to upper secondary education. The data consists observations of about 3,500 pupils from German speaking cantons of Switzerland. The theoretical parameters were measured in the middle of the 8th grade (Jan./Feb. 2012) as well as at the beginning (Sep./Oct. 2012) and at the end (Mai./Jun. 2013) of the last year of lower secondary education.

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Tamás Keller

Tarki Social Research Institute, Budapest

Educational choice and self-assessment – the choice for secondary education in Hungary

The aim of the paper

This paper aims to test three statements about the different educational choices of pupils having diverse social background. I will argue that (1) the perception of one's own ability (self-assessment) is not similar by pupils having different parental background. Furthermore (2) educational choices are influenced not exclusively by abilities but also by subjective beliefs about one's own talent. Finally (3) educational choices are not identical across social classes because pupils with different parental background estimate their own abilities differently.

Theoretical framework

Both the theoretical and the empirical literature of educational choice seeks to answer the question why initial differences in social origin mirror in the choice among various educational opportunities in spite of some institutional reforms in secondary and tertiary education (abolishing tuition fee and entrance examination in many European countries). Breen and Goldthorpe (1997) developed a fundamental theory in which they offer three mechanisms as an explanation of the educational differences between social classes. Relative risk aversion as a mechanism means that social classes would like to avoid downward mobility and maintain their status. Therefore, parents with different social origin push their offspring towards the schools which are perceived to acquire a position in the same class. Social classes are, however, different in terms of ability and expectation of success which leads to the second mechanism in the explanation of the differences in educational attainment among social classes. The authors think the differences in abilities are wholly captured in the differences in the expected success between social classes, since those who failed to exceed a certain level of knowledge do not have positive expectations for the future. This means implicitly that students are aware of their true level of ability. The third and last proposed mechanism is the difference in resources between social classes.

Some other researches pointed out the importance of personal characteristics like self-confidence, self-esteem and self-worth, which might be important in the decision about different educational options. In their model Filippin and Paccagnella (2011) define self-confidence as beliefs about one's own ability. The agent who overestimates his ability is much more likely to choose more difficult educational tracks, where the amount of assessed knowledge is high. At the end of a long lasting process (modelled with Bayesian learning approach), children with different levels of self-confidence accumulate different amounts of human capital. The authors assume that overestimated abilities mirror more ambition and lead to higher educational aspirations. Sjögren and Sällström (2004) deal not only with individual beliefs about one's own ability but also with its precision which is defined as the inverse of individual beliefs' variance.

These approaches challenge some propositions of BG-model, namely that students are aware of their abilities, and expected success in the future education is assessed by previous failures. Against the BG-model, one could argue that students are not aware of the true level of their abilities and success at one point in education does not necessarily lead to continuing education. Moreover, when children decide studying further, they do not necessarily take into consideration their real performances but rather rely on their estimated abilities (I will call this mechanism *self-assessment*). For example, if they underestimate their own performance, they would choose less knowledge-intensive educational tracks. It is also likely that social classes are different in terms of

acknowledging one's own success, and the offspring of parents in more privileged classes estimate their performance more accurate.

Data and definitions

In my empirical analysis, I will use the Hungarian Life Course Survey (HLCS), which is an individual panel survey conducted by TARKI Research Institute on a yearly basis from 2006 with the initial sample of nearly 10 thousand individuals. This survey can be merged with the 8th grade students' test scores (mathematical and reading literacy skills) measured in May 2006 with the Hungarian National Assessment of Basic Competences (NABC) organised by the Hungarian Educational Authority. NABC monitors everybody studying at the given grade-level. HLCS sample was selected basically from the population of NABC. Its first wave was asked in autumn 2006 (this was the academic year 2006/2007), where pupils began in 9th grade. Student finished their secondary level education in the academic year 2009/2010 if they did not fail at school and if they attended an educational programme which finishes after 12th grade (some secondary schools have an extra year when students learn languages).

Educational choices are measured at age 14 when the majority of pupils choose for secondary education. I will not work with intension but with realised decisions e.g. who studied at the 9th grade on the following school types: vocational school, secondary vocational school and secondary general school.

Self-assessment is measured with the following question: 'What do you think about your achievement on a test in your 8th grade class where the total available scores are 100 and the average in your class is 70?' Note that this question refers to the performance in the 8th grade when students filled the competence test, however it is a kind of retrospective question. It could happen that those students who were not successful after finishing elementary school downrate their performance retrospectively (alternatively they were not successful because they downrated their performance).

Academic performance will be measured by competence scores. I am fully aware that competence scores do not entirely describe academic performance or mental abilities; however, competence scores should reflect academic performance better than school-marks, which might be biased by the school environment. I took the average of the scores in mathematics and reading literacy. Every individual is characterised by two competence score values: the average competence in the respondent's class and the individual deviation from the class average.

Status maintenance is measured with a question where parents were asked about the highest level of school-qualification they would like their child to complete. I recoded the question into three categories: primary, secondary and tertiary level.

Resources of the household are assessed with the total monthly household net-income (divided with the square root of the household members).

Social classes will be defined by father's (biological or stepfather) highest level of schooling (if the father is not member of the household, mother's highest level of schooling will be used) and will be referred hereafter parental background. Occupation apparently would be a more frequently used proxy for social classes, but unfortunately this is not available in HLCS. I assume, however, that to some extent, father's schooling is a better proxy for social classes than the occupation variable.

Research methods

First, I will test whether the perception of one's own ability is identical by pupils having different parental background. Answering this question, an OLS regression model is applied where self-assessment is explained with parental background, controlling for competence scores. Equation 1 shows the model I estimated, where SA stands for self-assessment, PB means parental background, C_{Class} is the average competence scores in respondents' school class in the 8th grade, C_{Ind} is individual deviation from class average, ε is individual error term, β -s are the vectors of ordinary least squares coefficients and α is the constant in the equation.

$$SA = \alpha + \beta_1 \times PB + \beta_2 \times C_{Class} + \beta_3 \times C_{Ind} + \varepsilon \quad (1)$$

My second research question is about the determinants of individual educational decision after finishing primary education. Since educational choices – the dependent variables – are categorical in nature, multinomial logistic regression is. The following model was estimated:

$$EC = \alpha + \beta_1 \times SA + \beta_2 \times A + \beta_3 \times SM + \beta_4 \times R + \beta_5 \times PB + \beta_6 \times CI + \beta_7 \times CP + \beta_8 \times CS + \delta \quad (2)$$

where *EC* represents educational choices (three categories: secondary general school, secondary vocational school and vocational school), *SA* is self-assessment, *A* (ability), *SM* (status maintenance) and *R* (resources) are the three mechanisms considered as the major driver of educational decisions according to BR-model. Abilities, however, were measured with competence scores C_{Class} and C_{Ind} as explained in Equation 1. *PB* stands for parental background. Three groups of control variables are used in this model: *CI* stands for individual controls, *CP* for psychological and *CS* represents school controls, and δ is the error term. In the equation α is the constant and β -s are the estimated multinomial logistic regression coefficients.

My third research question deals with the differences in educational outcome according to parental background. In this section the difference in educational choice between low and high status respondents will be decomposed. Let us call low status respondents group *A*, and high status respondents group *B*. The difference in educational choice between the two groups (*R*) can be expressed as:

$$R = E(Y_A) - E(Y_B) \quad (3)$$

This difference is the sum of three factors: group differences in the predictors or characteristics: the endowments effect (*E*); differences in the coefficients (*C*); and the interaction term (*I*) accounting that differences in endowments and coefficients exist simultaneously between the two groups (Jann, 2008):

$$R = E + C + I \quad (4)$$

In my analysis I will concentrate on the differences in characteristics (which is *E* in Equation 4), and especially how much they are accountable for the total differences between the two groups. I will use an extension of Blinder-Oaxaca-type decomposition for nonlinear models (Powers, Yoshioka & Yun, 2011). To do that three logit models were estimated:

$$Y = \alpha + \beta_1 \times SA + \beta_2 \times A + \beta_3 \times SM + \beta_4 \times R + \beta_5 \times Group + \varphi \quad (5)$$

where *Y* is a dummy variable which represents the choice of one educational scenario over another (secondary general school / vocational school; secondary general school / secondary vocational school; and secondary vocational school / vocational school), *SA*, *A*, *SM*, *R* are identical with those in equation 2, and *Group* can be *A* or *B* depending on high or low status (family background), α is the constant, β -s are the estimated logit regression coefficients, and φ is the error term.

Main findings

My results show that pupils having different parental background perceive their own abilities differently. Even after controlling for competence level, lower status students tend to underestimate their performance (research question 1). At the same time students tend to make educational decisions not necessarily based on their real abilities, but on the slightly biased self-assessment as well. Negative self-estimation leads to the choice of less

knowledge intensive educational routes (research question 2). Moreover, I found that the divergent educational decisions according to parental background are partly a consequence of interpretation of performance by differing social origin (research question 3).

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The transition from middle to high school in Japan: The impact of students' educational aspirations on school choice and shadow education investment

The future career of a student is determined by the sum of investments in his or her educational pathway. This pathway is distinguished by a number of transitions to the next education level. Therefore, the choices made in the educational attainment process are decisive for the step on the social ladder a student will end up on. Following decision theory (Boudon, 1974) effects of social origin affect the decision-making processes for investments in education, especially at these transition points in educational attainment. Here the socioeconomic background and parents' educational aspirations in conjunction with the students' academic standing are assumed to be important factors for the making of educational decisions. Besides that usually it is shown that parental aspirations influence the students' level of education. But not much is known about the influence of students' educational aspirations on their own educational decisions; in particular concerning school choice in higher age and participation in supplementary education.

Using data of the 2011 Hyōgo High School Students survey this paper shows new findings of the impact of educational aspirations of students in comparison to parents on investments in education in Japan, giving special emphasis to the sector of shadow education. First, the effect of students' aspirations for the participation in shadow education from primary to high school is analysed using binary logistic regression; second, students' high school choice is analysed through multinomial logistic regression. Findings include (1) the influence of students' aspirations on educational decisions concerning the participation in shadow education increases from primary to high school; (2) mothers' non-decision for their child's educational pathway after high school shows a significant positive effect for a students' participation in shadow education and the choice of a second ranked high school; (3) the transition from middle to high school in Japan is determined by academic standing and students' aspirations more than parents' aspirations and socio-economic status; and (4) high school students attend supplementary classes at *juku* independent of their academic standing. Beside various characteristics and the reputation of the high school a student is enrolled at, educational aspirations are decisive for the engagement in shadow education.

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The relevance of social and personal resources for school-to-work transitions in times of economic crisis

The transition from school to work is strongly determined by macro-economic dynamics (Gangl, 2002). In times of economic downturn, the labour market entry of young people who have just completed vocational training is particularly restrained (Hillmert, 2004). Given the limited number of job vacancies, labour market entrants have to compete with more experienced applicants holding considerably more job relevant resources. In Switzerland as elsewhere the rate of youth unemployment is disproportionately large, responding sensitively to economic fluctuations (Salvisberg, 2012).

The purpose of this paper is to investigate the labour market entry of a cohort of VET graduates attempting to manage this transition between 2008 and 2012 in Switzerland. When entering the labour market, a substantial part of this cohort had to grapple with the effects of the global economic crisis of 2008/09. Taking the macro-economic situation into account, our aim is to examine the importance of social, personal, and productive resources for the transition period from the completion of vocational training to the first employment. Under comparatively more adverse economic conditions, these resources are expected to play a greater role for the transition. In fragile economic periods, social capital (Coleman, 1988; Granovetter, 1974) as well as productive and personal competences (such as self-reliance and goal-orientation; see Erpenbeck & von Rosenstiel, 2007) may function as essential prerequisites for a smooth transition into the labour market. These resources help labour market entrants to improve their position in the labour queue (Thurow, 1975).

Our analyses are based on data of the adolescent cohort (15-year olds in 2006; N = 1,258) of the representative Swiss longitudinal Survey of Children and Youth COCON (Buchmann & Fend, 2004). This cohort was surveyed four times between 2006 (age 15) and 2012 (age 21), providing complete educational and occupational biographies. The sample is limited to young adults who have completed vocational training and engaged in job searching activities (N = 299). Employment episodes of at least six months of duration and an employment level of at least 50 per cent are classified as the first job. We will also use data of the Swiss Job Market Monitor (Sacchi, Salvisberg & Buchmann 2005) to construct an indicator for economic performance (i.e., annual number of vacancies per occupation). We employ cox-regressions in order to test our hypotheses.

First results indicate that economic fluctuations significantly affect the transition from vocational training. Social and productive resources are also relevant for labour market entry. Under adverse economic conditions, these resources gain in importance for the transition.

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From the end of schooling to secure job: The crisis effects on the labour market trajectories of youth

The crisis context is a time of economic, social and political changes. Some of these changes will be temporary, others, such as employment standards changes, will be structural. How does the crisis impact the school-to-work transition?

Young people are the hardest hit by the job crisis. They are more often unemployed than workers with more seniority. And, despite various youth employment measures, young people are the first to undergo fluctuations in economic activity (Fondeur & Minni, 2006): they are over-represented among job applicants either because they have just left the education system or because they have more often precarious employment contracts than their elders. The crisis of 2008 is a specific one: 22.4 % of 15–24 year olds are unemployed in 2012 (against 9.6 % for the working population as a whole); and, a new phenomenon, the long-term unemployment which young people were until then relatively spared, increased for 5.6 points between 2008 and 2010 for the 15–29 years class. Thus, one may wonder whether the effects of this crisis could not be deeper and more lasting than those of previous cyclical troughs. Indeed, the beginning of the working life partly determines the subsequent careers (Cockx & Picchio, 2011). Moreover, the situation of youth in the labour market is an indicator of how new standards of recruitment, employment and management spread out (Lefresne, 2003, 2010). The atypical employment of young people is then broadcast to the entire population (Fondeur & Minni, 2004; di Paola et al., 2011).

Our contribution is to study the effects of the 2008 economic crisis on youth trajectories. The data used come from the Generation Céreq's Surveys. We will compare labour market trajectories of cohorts for which the crisis occurs after 1 year on the labour market (school leavers in 2007), and after 4 years (school leavers in 2004). These two surveys will be also compared to a cohort who did not experience the 2008 crisis (the school leavers in 1998). We will study the changes in atypical employment and in unemployment in the trajectories for these three cohorts of entrants into the labour market: Generation 1998, Generation 2004 and Generation 2007.

With some chronograms, we will analyse the flexibility phenomenon (the increase of atypical employment) and the recurrence of unemployment period (and unemployment durations). Who are the young people in employment rather than in unemployment after 3 and 7 years on the labour market depending in the different economic contexts? Finally, who remains locked in atypical employment?

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**Long-term consequences of unemployment at labour market entry:
The impact of labour market segmentation**

For the German case, international comparisons suggest that transitions from education to the labour market occur to be rather smooth due to tight linkages between the system of vocational training and occupationally structured labour markets. Yet, also in Germany young people face difficulties at labour market entry and may – to different degrees – experience unemployment episodes after finishing their vocational education. Conceiving the process of labour market establishment as a highly sensible phase, transitions into the labour market are of academic interest not only as such but also with regard to their implications for the further life course beyond young adulthood. Thus, the paper analyses how experiences of unemployment at labour market entry influence future labour market outcomes of graduates of the vocational training system in Germany.

The paper wants to broaden our understanding of the mechanisms that link early unemployment to later labour market outcomes by taking into account considerations of segmentation theory: The literature on so-called ‘scar effects’ of unemployment draws on individual-level explanations derived from human capital and signalling theories, but has neglected findings on segmented labour markets. The German labour market comprises different segments with distinct forms of allocation and mobility of employees; not all follow of these segments follow the often-assumed logic of ‘occupational labour markets’. Hence, even for graduates of the vocational training system, transitions into the labour market are rather heterogeneous and the role of occupational labour markets in this process varies.

The paper seeks to argue that signalling effects of unemployment as well as human capital depreciation caused by unemployment are of less relevance on occupational labour markets than it is the case for other segments. Thus the paper assumes scar effects to differ between types of labour market segments. Given the pronounced occupational gender segregation on the German labour market, gender differences regarding the scar effects of early unemployment are taken into account.

The paper uses data from Starting Cohort 6 of the German National Educational Panel Study (NEPS). It compares graduates of the vocational training system who have experienced unemployment during the process of labour market entry (defined as the five-year period after having finished vocational education) to those without such experiences with regard to their later labour market outcomes. Unemployment risk and time spent in non-standard employment relationships are compared 15 years after labour market entry. For the NEPS Starting Cohort 6, life course data of individuals born between 1944 and 1986 has been collected. In order to analyse the most recent labour market entry cohorts for which we can observe long-term consequences of early unemployment over 15 years, young people are selected who finished their vocational education in the late 1980s and early 1990s.

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Level and change in adolescent achievement motivation as predictors of job motivation in adulthood

Research revealed that adolescence is typically associated with an overall reduction in achievement motivation. However, individuals differ with regard to intraindividual development. That is, some remain high, some low, some decrease and some increase in their achievement motivation across the adolescent years (Fend, 1997, p. 188). Contextual (e.g. family background) and individual factors (e.g. sex) influence such developmental trajectories. Furthermore, achievement motivation in adolescence reveals prospective power for job motivation in early adulthood (Stuhlmann, 2005). However – even though there exist large interindividual differences in intraindividual development – we still do not know if the developmental trajectory of achievement motivation also affects job motivation in adulthood. Of further interest is whether critical life incidents, socioeconomic status and sex influence this relationship.

Hypotheses:

- Adolescence is associated with an overall decrease in achievement motivation with significant interindividual differences in the intraindividual development.
- Not only level but also individual development in achievement motivation during the adolescent years reveals predictive power for job motivation in adulthood.

Data consists of 2,000 adolescents who were annually questioned on their achievement motivation from 1979 to 1983. Almost two decades later, in year 2002, there was a follow-up survey with the same participants (remaining sample: N = 1,527), then 35 years old. Latent growth curve models allow to investigate both level and development across the adolescent years as predictors of job motivation in adulthood. Achievement motivation in adolescence was measured with three items on effort, persistence and ambition. Dependent variables in adulthood were job motivation and willingness to take part in professional development. During adolescence, 16 critical life incidents (e.g. death of a close person, failure in job application) were measured in year 1983, at age 16.

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Development of values after compulsory school: Work comes first, then family

During school-to-work transition, adolescents develop values and prioritise what is important in their life. Values are concepts or beliefs about desirable states or behaviours that guide the selection or evaluation of behaviour and events, and are ordered by their relative importance (Schwartz & Bilsky, 1987). Stressing the important role of values, career research has intensively studied the effect of values on educational decisions and early career development (e.g. Eccles, 2005; Hirschi, 2010; Rimann, Udris & Weiss, 2000). Few researchers, however, have investigated so far how values develop in the early career phase and how value trajectories are influenced by individual characteristics.

Values can be oriented towards specific life domains, such as work or family. Work values include intrinsic and extrinsic aspects of work (e.g., self-development, cooperation with others, income) (George & Jones, 1997). Family values include the importance of partnership, the creation of an own family and having children (Mayer, Kuramschew & Trommsdorff, 2009). Research indicates that work values change considerably during early career development (Johnson, 2001; Lindsay & Knox, 1984). Individual differences in work values and value trajectories are found, e.g. in relation to gender (Duffy & Sedlacek, 2007), parental background (Loughlin & Barling, 2001), personality (Lowry et al., 2012), education (Battle, 2003), and the anticipated timing of school-to-work transition (Porfeli, 2007).

In contrast to work values, research on family value trajectories is rare and knowledge about the development during the school-to-work transition and early career development is lacking. This paper aims at filling this research gap.

Focusing on family values and intrinsic work values and we expect a) family and work values to change between ages 16 and 25, and b) that initial levels of family and work values as well as value change to be predicted by gender, reading literacy, ambition, and expected duration of education.

Method. Using data from 2,620 young adults (59.5 % females), who participated in the Swiss longitudinal study TREE, latent growth modelling was employed to estimate the initial level and growth rate per year for work and family values. Analyses are based on TREE-waves 1 (year 2001, first year after compulsory school) to 8 (year 2010). Variables in the models included family values and intrinsic work values, gender, reading literacy, ambition and expected duration of education. Language region was included as control variable.

Results. Family values did not change significantly over the first four years after leaving compulsory school (mean slope = $-.03$, $p = .36$). They increased, however, significantly five years after compulsory school (mean slope = $.13$, $p > .001$). Intercept ($.23$, $p < .001$), first slope ($.02$, $p < .001$), and second slope ($.01$, $p < .001$) showed significant variance. Initial levels were higher for men and those with higher ambitions. Increases were found to be steeper for males as well as for participants with lower educational duration expectations and reading skills. Intrinsic work values increased over the first four years (mean slope = $.03$, $p < .05$) and showed a tendency to

decrease in the years five to ten (mean slope = $-.01$, $p < .10$). Intercept ($.21$, $p < .001$), first slope ($.01$, $p < .001$), and second slope ($.01$, $p < .001$) showed significant variance, meaning that there are individual differences in initial levels and growth rates. Initial levels were higher for females, and those with higher ambitions, expecting longer educational pathways, and having lower reading skills. Growth rates were lower for the first phase and steeper for the second phase for males compared to females.

Discussion. In general, results showed different patterns of work and family value trajectories, and different individual factors related to initial levels and development after compulsory school. Developments seem to fit to major life and career roles: in the first years after compulsory school young adults may be engaged to become established in one's job; later on, raising a family becomes more important. That we found significant gender differences in work and family trajectories may reflect attempts to overcome traditional roles, as over-all, women increase in work values and men increase in family values, resulting in an over-all trend to converge.

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Session B3

13.30–15.00

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Transitions into higher vocational healthcare education in Switzerland: The role of subjective task values

Vocational education plays an important role in Switzerland. Two thirds of all adolescents enter upper-secondary-level vocational training after completing compulsory schooling. Given the shortage of skilled personnel, particularly in healthcare, an increase in the number of young people continuing their education on the vocational tertiary level is highly desirable.

Previous research on transitions into tertiary education has focused on the choice of a university education. The findings show that SES, school achievement, values and expectations play an important role (Battle & Wigfield, 2003; Chow, Eccles & Salmela-Aro, 2012; Eccles, Vida & Barber, 2004; Schumann, 2011). Little is known about the factors influencing the transition into *vocational* tertiary education, usually taking place in the early 20s.

Against this background, and based on Eccles' (2005; Wigfield & Eccles, 2000) model of achievement related choices, this paper examines the transition from upper-secondary healthcare training into tertiary healthcare education. In particular, we ask how subjective task values (attainment, interest, utility, costs), formed during secondary-level vocational training, differ between social groups and how they affect young people's decisions to enter vocational tertiary healthcare education after the completion of their apprenticeship.

The analyses are based on a longitudinally surveyed full sample of third-year nursing apprentices (N = 2,089). The data was collected during upper-secondary training (2011) and one year after completion (2012). Results are based on logistic regressions. They show that the transition into tertiary vocational healthcare education is affected by components of the subjective task values as well as by social background.

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How do men and women assess their wage at the beginning of their career?

Studies of job happiness have increased in the economic literature along the past twenty years. Among the various dimensions likely to contribute to job satisfaction, the income received much attention (Clark, Frijters & Shields, 2008). Some scholars demonstrate that the individual relative income could have a larger influence on job satisfaction than the absolute income (Clark, 1995, 2000). The income rank may result from a comparison with the income of colleagues, of former classmates, or with own past earnings. The larger is the distance between ones' income with the one kept in mind for comparison, the less is the job satisfaction. But Clark et al. (2009) have also shown that the existence of higher earnings in the work-environment may have a positive impact on individual satisfaction by signalling opportunities to increase one's wage situation.

In this study, our interest is precisely to examine the appreciation of young labour market participants about their personal wage depending on gender and the professional experience.

Do women evaluate their level of wages on the same grounds than men? We know, in particular, that women are less able than men to separate considerations about the family from appreciations about their job (Bozon, 2009). Sloane and Williams (2000) for Great Britain have shown that compared to male, female's job satisfaction was less sensible to their level of earnings, understood in absolute or relative terms. D'Addio et al. (2007) highlight that determinants of job satisfaction differ between men and women when individual fixed effects are controlled for.

Moreover, studies of job satisfaction note that subjective assessments are likely to change according to criteria such as the age, the firm tenure, the occupational status due to preference drift, involving adaptation behaviour to what has been obtained, and consequently, less satisfaction (Groot & Massen von den Brink, 1999; Di Tella, Haisken-Denew & Mac Culloch, 2010). It may also be the case if one is disillusioned by the modesty of his employment situation compared to the one that has been expected.

It is then useful to examine thoroughly if the evaluation of a given situation changes with the time spent in the labour market. The time can be conceived as experience extending employment opportunities or as a delay to revise downward one's career expectations in a slump period.

In this aim, we use the Céreq's *Generation 2004* survey with its three waves of interrogation in 2007, 2009 and 2011 of a cohort of more than 12,000 school leavers. Our focus is on the individual's subjective satisfaction about wage. We first estimate an expected earnings based on the individual educational background and characteristics of the job held. We then compute a confidence interval around this estimated wage taken as the individual expected salary in order to compare the level of the wage really perceived to that 'reference' wage. The earnings quality of the occupation is then defined by an ordinal variable with three categories, corresponding to the three different results of the comparison: own wage below, similar or higher than the estimated wage. This ordinal variable is then faced with the subjective opinion of the individual on its labour income provided by the survey: Do you feel to be very well paid, rather well paid, normally paid, rather badly paid, very badly paid.

From this sort of contingency table, three situations can be distinguished: 'the paired' for whom the subjective opinion is consistent with the wage quality of their job, 'the gullible' who have an optimistic vision of their wage, given their wage delay with the one to which they could have legitimately aspired; 'the ambitious' whose judgement is rather negative despite a level of wages higher than what they would have been entitled.

A first question is about the distribution of employees among the three categories depending on gender and the time elapsed since the end of schooling. We may suppose that once the period of school-to-work transition has been achieved, during which career aspirations have been consolidated, individual judgements are more rooted in the real employment situation after seven years of active life than some years before.

A second question concerns the dimensions likely to explain the fact of belonging to both categories of individuals who are not matched, namely the ambitious and the gullible.

In this aim, we are led to define four sets of variables:

- Socio-demographic variables that refer to the diploma, social origin, marital status, existence of children
- Dimensions related to professional events such as occupational mobility, training course, unemployment
- Variables of individual assessment of employment situations: feelings about the use of one's skills in the job, opinion on professional achievement, desire to remain in the same company... They provide some complementary individual assessments of the job
- Lastly, dimensions about decisions relating to the future in which people are willing to commit to advance their career: change jobs, undergo training, pass an exam and so on.

Finally, we will wonder if the way these dimensions influence the fact of belonging to the category of ambitious or gullible remains the same with experience and according to gender.

At a time when the quality of work is a topical issue in the European Union (Green & Mostapha, 2012; Fernández-Macias, 2012), the goal of this study is also to explore the relationship between objective and subjective variables. It may help to clarify the conditions under which a subjective question (variables increasingly common in statistical surveys) is likely to reflect the objective situation to which it relates, regardless of the idiosyncratic characteristics of the respondents.

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Irene Kriesi

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The role of soft skills for young people's earnings shortly after labour force entry

A key topic in sociological research is the analysis of income inequality. Numerous studies have documented the role of formal skills (i.e., education and experience), gender and firm characteristics for workers' earnings (e.g., Corley et al., 2005; Hartog, 2000; Manning & Swaffield, 2008; Sousa-Poza, 2003). The influence of 'soft skills', such as personality traits, motivation, or social competencies, has been studied less often – despite Jencks' (1979) early work providing convincing evidence of their significance for labour market outcomes. Also theoretical considerations, as well as research based on job advertisements, imply that for certain types of jobs there is a high demand for workers with certain soft skills (Salvisberg, 2009). They include, for example, agreeableness, teamwork skills or autonomy, which are rewarded by employers (e.g. Duncan & Dunifon, 1998; Gelissen & de Graaf, 2005; Groves, 2005; Nyhus & Pons, 2005). Against this background, the proposed paper analyses whether personality traits, social and productive competencies matter for the earnings of 21-year-old workers shortly after their transition into the labour force.

We use data from the Swiss longitudinal study COCON, which includes a representative sample of children and youth residing in the German- and French-speaking part of Switzerland. The analyses are based on two cohorts born in 1984/84 and 1990/91 respectively. The data for the older cohort was collected in 2006 when the respondents were 21 years old. The longitudinal data for the younger cohort was collected in 2006, 2009 and 2012 when the respondents were 15, 18 and 21 years old. It includes detailed information on the respondents' life course, family context, cognitive, social, and productive competences, values, as well as personality traits. For the analyses we chose respondents from both cohorts who had completed (upper) secondary education and made the transition into the labour force by the age of 21.

Results based on linear regression analyses show that already at the beginning of young people's careers personality traits (openness, agreeableness) as well as social and productive competencies (ability to reach consensus, autonomy, willingness for achievement) play a role for their earnings.

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Robin Samuel

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How cognitive and different noncognitive characteristics affect labour market outcomes in Switzerland

In economics and sociology, there is an increasing interest in the effects of noncognitive characteristics on labour market outcomes (Heckman, Stixrud & Urzua, 2006; Heineck & Anger, 2010). It is common sense that, for example, self-esteem and self-efficacy foster social and economic success (Jencks, 1979). Several studies point in this direction (cf. Osborne Groves, 2005). However, only few researchers have examined how noncognitive characteristics and traits affect labour market outcomes relative to cognitive characteristics (e.g., Jackson, 2006; Solga & Kohlrausch, 2012). In this paper, I examine the relative effects of cognitive and noncognitive characteristics on employment status, income, and job satisfaction. I focus on the variation of these effects across different educational tracks and dimensions of noncognitive characteristics during school-to-work transitions.

Data from the Transition from Education to Employment Project (TREE) is used. TREE is based on a sample of approximately 6,000 young people who left compulsory schooling in 2000. The sample has been followed-up in annual surveys from 2001 to 2007; an additional panel was conducted in 2010. I follow an analytical strategy developed by Heckman and colleagues (2006). To gauge the relative impact of cognitive and noncognitive characteristics, I first estimate their distributions based on learning context and other influential variables. I then calculate direct and indirect effects of cognitive and noncognitive characteristics on labour market outcomes taking tracking and several background variables into account. Based on simulations, I show how different levels of abilities affect selection into secondary level II schooling as well as into tertiary education and how the effects of abilities on labour market outcomes vary depending on selection.

Results show that cognitive characteristics are positively related with being in an academic track two years after finishing compulsory schooling. This is not the case for noncognitive characteristics. Both cognitive and different noncognitive characteristics show relationships with various labour market outcomes. For example, those in an academic track exhibit a positive relationship between cognitive characteristics and job satisfaction, but a negative one between noncognitive characteristics and job satisfaction ten years after compulsory schooling.

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Benita Combet

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The influence of primary and secondary effects of social origin on educational transitions after compulsory education in Switzerland

An important framework for guiding empirical research in educational inequalities is the concept of primary and secondary effects of social origin by Boudon (1974). Until 2005, an exact quantification of these effects was not possible because nonlinear models could not be decomposed into an indirect and a direct ratio (i.e. primary and secondary effects). Meanwhile, the level of primary and secondary effects has been estimated for several countries (see for example Jackson, 2013), excluding Switzerland. Using the PISA 2000 and the subsequent longitudinal dataset TREE, it is finally possible to decompose the influence of social origin on the choice of education over several transitions for Switzerland. I calculate the level of the primary and secondary effects by social origin using the newest decomposition method by Karlson, Holm and Breen (2011). I simultaneously investigate whether the oft-found 'waning coefficient effect' of social background through subsequent educational transitions (first described by Mare 1979, 1980, 1981) is caused by unobserved heterogeneity (Cameron & Heckman 1998, 2001; for a synopsis of the debate see Buis, 2011).

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Session B4

15.30–17.00

R 215

Anne Berngruber

German Youth Institute (DJI), Munich

Who stays, who leaves? The impact of education and career entry on the timing of leaving the parental home in Germany

In sociological research leaving the parental home is assumed to be one of the central transition markers in the status passage from youth to adulthood. But when do young adults leave the parental home? International comparisons show strong distinctions in the timing of leaving home. Within the EU, young adults in Germany leave the parental home relatively early. While in former times young adults left home when they got married or got children, nowadays, moving out for the first time is linked closer with educational and economic transition markers.

The question I will focus on is: How do transition markers like finishing school, the beginning of a vocational training or studies at university, and the beginning of a regular employment influence the timing of leaving the parental home in Germany?

The analyses are based on the survey data 'Growing Up in Germany: AID:A' of the German Youth Institute (DJI), which was conducted in 2009. The sample size is about 7,000 observations of young adults aged 18 to 32 years. The survey contains diverse information on the living situation of young people and their detachment from the parental home. Retrospective questions give information about different transition markers in this life decade.

I will present some results on the basis of a discrete-time survival analysis. Further, central socio-demographic determinants like gender, birth region or level of school graduation are used as control variables as well. The results will be discussed in the context of recent comparative research.

Christian Krekel

German Institute for Economic Research (DIW), Berlin

The effects of children leaving and returning home on parental well-being

This paper investigates the effects of children leaving and returning home on parental well-being, using panel data from the German Socio-Economic Panel (SOEP) for the time period between 1984 and 2010. It demonstrates that children leaving home are initially associated with a short-term reduction in parental well-being, which is stronger for empty nest than for partial launch. However, the short-term reduction is followed by a long-term rise in parental well-being, whereby parents that are typically assumed to suffer relatively more from role conflict during parenthood also feel a relatively greater relief from children leaving home, in particular those that are female and those that live in high-income households. Conversely, children returning home unambiguously reduce parental well-being in the short-run and in the long-run. However, the short-term reduction is statistically insignificant when controlling for individual and household characteristics of parents. As it turns out, the transmission mechanisms through which children leaving home affect parental well-being are mental health in general and role-emotional functioning, as specified in the Short-Form (SF12v2) Health Survey, which has been incorporated into the SOEP.

Saturday, November 30

Keynote K3

9.00-10.00

HS 6

John Bynner

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Two track youth: The precarious youth life course

The restructuring of the labour market in industrial countries following the technological revolution of the 1970s coupled with periodic recessions culminating in that arising from the 2008 banking crisis has had massive effects on the timing and shaping of youth transitions – including the extension of educational participation and the postponement of independence. Such evidence of a new life course stage, ‘Emerging Adulthood’ based on the average time spent in education, tends to downplay dispersion around the mean value pointing to increasing polarisation of transitions and life chances. While those young people with strong family and personal resources can expect relatively secure prospects, not necessarily in the same occupations, those leaving education early without them, as typically characterised by ‘NEET’ status, may be laying the foundations for the life time insecurity identified with a growing *precariat*. These two tracks to adulthood cut across traditional concepts of age-based stages of development and socio-economic status based on occupations, presenting major challenges for the way youth transitions are conceptualised and managed.

Adopting a life course perspective, the talk examines these phenomena through examples taken from analysis of UK birth cohort study data in relation to cross cohort shifts in entry to higher education, the onset and outcomes of NEET, out of school activity and family worklessness. The talk ends with reflections on how, in exceptionally challenging times, effective youth transitions for all young people might be achieved.

Longitudinal data on early and mid-lifecourse: Exploration of their comparative potential

Most papers presented at this conference are based on close to a dozen different, mostly longitudinal datasets, covering a wide range from the Socioeconomic Panel Survey SOEP, the National Education Panel Survey NEPS (Germany) and the DEPP/EVA (France) to further large, medium and small scale datasets from France, Germany, Switzerland and other countries (e.g. YITS [Canada]; LifE [Germany]; TREE, Cocon [Switzerland]). In this workshop, we aim to take advantage of the simultaneous presence of a large number of experts and users of these datasets, providing the opportunity for scientific exchange on methodological and practical aspects regarding their single and comparative analysis.

The structure of the workshop is intended to be informal and interactive, i.e. without long, elaborate PowerPoint presentations. The guiding questions of the session to be discussed are:

- What are the particularities, specific analytic potentials, assets and (possibly) problems of the datasets in question?
- What, particularly, is the analytic potential of the datasets in terms of comparative research -- and how could it be enhanced?

Bernd Fitzenberger¹

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Changes in job and occupations: Mobility after apprenticeship

We analyse the effects of mobility after apprenticeship for a sample of about 12,000 male graduates of the German dual system of vocational training using the IAB Employment Sample (IABS) regional file 1975–2004. Considering the cohorts 1993–1997 we employ an instrumental variables approach exploiting variation in regional labour market characteristics to estimate the short- and long-term effects of mobility after apprenticeship on wages. Regarding job-to-job mobility and occupational mobility, we distinguish four groups: stayers, firm-changers, within-firm occupation-changers and across-firm occupation-changers. As economic theory makes ambiguous predictions regarding the individual labour market effects of worker mobility across firms and/or occupations, both negative as well as positive wage effects of mobility can be rationalized.

Instrumental variables estimation indicates a strong, highly significant positive wage effect of within-firm occupational change of about. The effect of pure firm-changes is found to be negative. And wage losses are even more pronounced in the long-run. The effect of across-firm occupational change is slightly negative.

In a further part of the empirical analysis, we allow for heterogeneity of mobility effects with respect to the relative wage of the training occupation. Results obtained are average treatment effects on the treated. We find that workers with low-wage apprenticeship occupations gain relatively more from being mobile. This result holds for all three mobility groups (both in the short- and long-run).

Alexander Salvisberg

University of Zurich, Institute of Sociology

Determinants of transitions after a commercial apprenticeship

The transition after the vocational education obviously is a very critical step to be taken and determines, in the same time, long-term labour market outcomes. Just after completing an apprenticeship, graduates basically have two possibilities: to apply for an employment or to opt for a further education. However, labour market entrance may not be without problems and job prospects of young career entrants deteriorate far more than average in economic downturns. On the other side transitions to further and higher education may open up more career opportunities, but this path isn't open to everyone. Job prospects as well as access to higher education are unevenly distributed and not all youth have the same promising perspectives in this regard.

Compared to other European countries, the Swiss dual system of vocational education and training (VET) enables a comparatively smooth transition to work for the majority of youths completing vocational training. Nonetheless, not all career entrants are equally successful. In 2011 for example, about one out of five career entrants was either unemployed or in a precarious employment situation, after completing VET while about 15 % commence thereafter a further education.

Against this background, our study explores how the labour market conditions and the individual characteristics affect successful transitions after completion of a commercial apprenticeship. For our analysis we use representative surveys of fresh graduates conducted by the Swiss Commercial Employees Association (KV Schweiz). These surveys provide information about the job search process and the first job upon completing education. In slightly modified form they have been conducted yearly since 2010. Encompassing about 11'000 apprentices in 2012, the commercial education is by far the most common apprenticeship in Switzerland – both for young women and men. The high relevance of this type of VET is further emphasized by the fact that commercial occupations are widespread in various industries and all kind of business. As our analyses focuses on one specific VET degree, we may neglect institutional variations which otherwise might blur our analysis of the impact of labour market conditions and individual characteristics.

As determinants we will consider, on the one hand, the labour demand for clerks with a commercial VET-degree and related office workers. Data from the Swiss Job Market Monitor provides detailed micro information on the requirements of advertised jobs in different regions and years. Using this database, we are able to construct sophisticated indicators of individual job opportunities. On the other hand, we will assess the importance of ascriptive attributes and individual characteristics. These include age, sex and ethnicity as well as the individual's motivation and school performance. Integrated into one comprehensive model we aim at evaluating the relative impact of labour market conditions and individual determinants on the two predominant transitions after completing a commercial apprenticeship in Switzerland: into a permanent employment or to a higher education. Thereby we are particularly interested in the interaction of individual factors and the labour market context.

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Do economic downturns worsened inequalities in young people's transition to working life?

The aim of this paper is to study the effects of the economic downturn on the transition to working life of French school leavers, using the Céreq survey "Generation". The "Generation" survey aimed to analyse the first 7 years of working life after initial education of leavers at year 2004.

Since 2004, France has experienced several successive crises leading to a degradation of the economic activity. In 2008, the youth unemployment ratio was the lowest since 25 years, but in 2010, this ratio rises to 23 % compared to only 8.4 % for people aged of 25-49 years old. Works conducted by INSEE show that youth rate of unemployment reacts more strongly to economic conditions than the rate of elders (Gaini et al., 2011). Thus, job search period make youth unemployment more sensitive to economic conditions (Fondeur et al., 2004). First victims of the decline in activity are newcomers on the labour market and, with them, those who had not yet stable employment when order book began to be empty. Generally, lessons from recent crisis show us that they particularly affect young people entering the labour market, but also they increase the inequalities between people with seniority on the labour market and people who are still on the periphery of the labour market, and particularly newcomers (Maurin, 2009).

Works from Céreq have investigated the effects of economic downturns transition of school leavers into the labour market. One of the main results is that diplomas play a protective role against the risk of becoming unemployed. In fact the integration on the labour market of less qualified people is more responsive to the effects of the worsening economic conditions (Mazari et al., 2011) than the integration of secondary education graduates or higher education graduates. For graduates from Higher Education, the effects on transition are not the same, for example leavers with professional qualifications seem to be less affected than others (Calmand et al., 2011). Several reasons may explain this phenomenon, the proximity of these diplomas with the labour market (MacMahon, 1988) but also the specific characteristics of graduates (social backgrounds, educational paths, gender). Similarly, if the diploma allows access to employment, the consequences of deterioration in the economic activity on Higher Education graduates are more linked to professional mobility, access to stable employment, satisfaction in employment and wage growth (Dupray et al., 2009).

Using the survey Generation 2004 – 7 years after graduation – we intend to explore the effects of the crisis on school leavers in 2004. This survey is composed by 3 interrogations, one in 2007, another in 2009 and finally in 2011. We will also use data from Generation 98 – 7 years after graduation – in order to compare the differences in transition on the labour market between the two cohorts. Our first hypothesis is to show that young people who leaved educational system in 2004 have experienced more difficulties in their transition than those who leaved in 1998. The Generation survey allows us to focus on breakpoints characterized by a decrease in economic activity. We seek to show that for less qualified persons this degradation is characterized by growing situations of exclusions from the labour market and for most qualified graduates, a lower stabilization in employment, in

particular through longer latency periods and low wage developments. Using analysis "all things being equal" we will estimate which leavers are concerned by this situations. We also want to investigate that into Higher Education system, graduates from professional diplomas are less concerned by difficulties than graduates from general diplomas. Taking into account our main goal we will compare situations from the two surveys at exact time of the emerging economic difficulties in order to see if economic downturns worsened inequalities in terms of transition on the labour market between most graduated and less graduated.

In order to face difficult transition on the labour market, leavers use mechanisms to protect themselves. For less educated it can be a return to educational system. Using comparisons between the 2 cohorts, we want to test the hypothesis that crisis have an effect on the decision to return to educational system because of the decrease of job opportunity. Thus one aspect will be investigate, considering the fact that economic downturns reduce the capacity of parents to finance their children's education, only leavers with high social background have the possibility to return into the educational system. For the most graduated people, one mechanism of protection can be the mobility into the public sector because this sector offers greater protection against economic uncertainties. We will test if these strategies are efficient on the labour market.

Finally, the last section of this communication will focus on the utilization of public device in order to provide a better situation on the labour market. These devices are for example "contrats d'avenir", "contrats de professionnalisation" or "contrat d'accompagnement dans l'emploi". These public incentives help people who face difficulties on the labour market to gain more qualification or to access to the labour market via specific employment contract. Who are the people who beneficiate of these programmes? Which specific characteristics enhance the probability to have access to these programmes? Are these programmes efficient in terms of transition from school to employment in a long time period?

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